Experiences of Pre-Service Teachers on Teaching Practice at a Rural Boarding School in Zimbabwe

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Teaching practice (TP) is an important part of teacher training. It is during teaching practice (TP) that student teachers acquire practical skills in the profession and it becomes prudent to explore the experiences of pre-service teachers in TP. Participants (n = 5) were drawn from one boarding school and came from three (3) teacher-training colleges and universities in Zimbabwe. Data was collected through interviews which were audio-taped and transcribed. The results from this basic interpretive qualitative study showed varied pre-service teachers' experiences. The findings were that pre-service teachers experienced supportive positive relationships at the school as well as had good living conditions. They also highlighted things that they thought needed improvement by both the receiving school and the sending college as well as some qualified teachers. In addition, the pre-service teachers expressed that there must exist a clear communication channel between the receiving schools and the sending colleges. The study recommended that teacher training colleges must be familiar with the new curriculum as the study found that there was a discord between what the pre-service teachers were taught at the school and what was on the ground.

Keywords: teacher training, teaching practice, supportive positive relationship, discipline, accommodation

INTRODUCTION

Teaching practice (TP) plays an important role in preparing future teachers (Musingafi & Mafumbate, 2014) as the process gives pre-service teachers opportunities to get professional knowledge, teaching skills, and teaching competence (Pramesti, 2021). According to Kombo and Kira (2013), teaching practice (TP) refers to all the learning experiences of pre-service teachers in schools. It is also the period when pre-service teachers evaluate their teaching experiences through interactions with qualified teachers and lecturers. Pre-service teachers also do self-reflection, and implement a variety of teaching strategies, and skills to bring about meaningful learning (Kombo & Kira, 2013). During teaching practice, pre-service teachers observe qualified teachers at work to learn about teaching skills, strategies, and classroom achievements (Marais & Meier, 2004). TP has been an integral component of teacher training since time immemorial. Several authors (Marais & Meier, 2004; Ngidi & Sibaya, 2003; Perry, 2004) argue that TP gives pre-service teachers experience in the actual teaching and learning environment TP thus serves as an introduction to the realities of the situation in the teaching profession (Musingafi & Mafumbate, 2014). As such, teaching practice creates a mixture of anticipation, anxiety, excitement, and apprehension in pre-service teachers as they commence their teaching practice (Manion, Keith, Morrison & Cohen, 2003; Perry, 2004). The term teaching practice

has three major connotations: the practicing of teaching skills and acquisition of the role of a teacher; the whole range of experiences that students go through in schools; and the practical aspects of the course as distinct from theoretical studies (Musingafi & Mafumbate, 2014). In essence, this study focuses on the second connotation of experiences that students go through in the schools they are placed for training.

According to Muyengwa and Jita (2021), it is the responsibility of training institutions to deploy students for teaching practice in schools. Pre-service teachers are attached to competent qualified teachers who will mentor them throughout the teaching practice period (Muyengwa & Jita, 2021). In Zimbabwe, each college has its assessment instrument but training institutions are generally guided by the Department of Teacher Education (DTE) at the University of Zimbabwe (Ngara, Ngwarai, & Ngara, 2013). During the field placement, teachers will become part of the community and are expected to have different experiences in schools (Gravett & Jiyane, 2019). Therefore, the current paper examines the contexts of pre-service teachers about their field experiences during field placement.

Negative Pre-service Teachers Experiences

Based on how they respond to various environmental stimuli, pre-service teachers in TP tend to have either positive or negative experiences. Olatunde-Aiyedun (2019) states that the experiences of pre-service teachers arise as a result of the geographical distance, low and uneven level of teacher expertise, and nonpayment of any sort of allowance, desirable attitude, or behavior from supervising teachers in the school. Al-Mekhlafi (2010), said practicum experiences of pre-service teachers are determined by multiple integrated and interrelated factors, including the nature of the school environment for the practicum, the duration of the practicum exercise, the effectiveness of the teacher educator who evaluates the pre-service teachers, the expertise of the school-based mentors, and the nature and consistency of the feedback received from both school-based mentors and teacher educators.

TP is challenging (Marais & Meier, 2004), especially in developing countries where the effectiveness of the teaching practice can be diminished or eroded by a range of challenges. Some studies (Msangya, Mkoma, & Yihuan, 2016) stated that pre-service teachers faced challenges such as financial constraints, inadequate resources, and scheduling conflicts with local school calendars. Further challenges faced by pre-service teachers included classroom management issues, lack of resources, limited support from mentor teachers (Koross, 2016) work overload (Mapolisa & Tshabalala, 2014), and large class sizes (Mukeredzi & Mandrona, 2013). Caires, Almeida, and Vieira (2012) found that stress, sense of weariness, anxiety, and vulnerability as challenges experienced by teachers while on attachment. They also added that some of the students felt that some of their mentors were over-dominating them.

Pre-service teachers also had bad experiences with the teaching practice process because they would not have been adequately prepared for actual teaching (Maseko, 2022). Such findings clearly, impacted negatively on the experiences of pre-service teachers. Quick and Sieborger (2005) said if the challenges are not addressed, may affect pre-service teachers` experiences during TP, and may, in the long run, affect their perception of the teaching profession.

Other challenges faced by pre-service teachers had to do with on-time placement in schools, placement in approved schools (Mokoena, 2017), and supervision and mentoring during the practicum (Mokoena, 2017). Some schools, although willing to accommodate pre-service teachers, tended to struggle with poor management, non-existent timetables, insufficient staff, and inadequate mentoring (Du Plessis, 2013). All this can be detrimental during practicum and leave pre-service teachers feeling demotivated and disillusioned. This is also worsened by mentors who did not have confidence in pre-service teachers such that they would not leave their classes in the pre-service teachers' care

(Kiggundu & Nayimuli, 2009). This resulted in the pre-service teachers getting discouraged and experiencing feelings of inadequacy and loss of confidence in their ability to teach. Such feelings of inadequacy negatively influenced pre-service teachers' perception of the teaching profession.

The other challenge pre-service teachers faced was that some mentors overloaded pre-service teachers with work (Kiggundu & Nayimuli, 2009). Some mentors regarded pre-service teachers as relief teachers whom they ended up giving them a full load leaving mentors taking a back seat (Maphosa, Shumba, & Shumba (2007). This disheartened the pre-service teachers as they felt oppressed because such behavior is contrary to the concept of mentorship (Maphosa et al., 2007) in which the mentor operates normally in his or her classroom with the student. These experiences also negatively influenced the pre-service teachers' perception of and attitude toward the teaching profession.

Bubb (2010) states that the behavior of mentors has a serious impact on the pre-service teachers in the learning process. A mentor, who exhibited pomposity and arrogance, promoted negative attitudes from pre-service teachers. Instead of being fruitful, therefore, students` experience of their practical training under these circumstances could lead to oppressive feelings of inadequacy and difficulties in developing self-confidence (Lantz as cited by Rushton, 2001). If the supervisor teacher does not give support and provide the pre-service teacher with opportunities to explore dilemmas and contradictions in the teaching process, the pre-service teacher may end up disoriented and feel not good enough (Talvilti et al., 2000). Therefore, Maseko (2022) suggests that the best preparation and support system are essential for improving the teaching practice experience for pre-service teachers.

Positive Pre-service Teachers Experiences

A recent study by Aspfors and Fransson (2022) discusses that positive TP experiences depend on positive mentorship and support from school leadership and peers, as this significantly contributes to pre-service teachers' sense of professional belonging. They argue that collaborative relationships within the school environment provide emotional, instructional, and social support, reinforcing pre-service teachers' commitment to the profession. Likewise, Ulvik, Smith, and Helleve (2020) highlight that peer collaboration and administrative backing help pre-service teachers navigate the complexities of teaching, thus aiding in developing a strong professional identity. The positive attitude pre-service teachers may have regarding their growing knowledge in teaching practice may create good experiences in terms of efficacy, flexibility, and spontaneity in their performance and interactions (Caires et al., 2012).

Mapolisa (2014) alluded that the most outstanding positive experience of the pre-service teachers concerned was the support system offered to them by their mentors. Student teachers could fully benefit from teaching practice when they were guided by mentors who fully understood mentoring (Lawrence, 2005). A mentor can also support the pre-service teachers in setting realistic goals and fostering their positive self-beliefs, which is important from the perspective of cognitive engagement (Ravindran, Greene, & Debacker 2005). Despite the challenges, Koross (2016) reported that the overall experience of teaching practice positively influenced pre-service teachers' perception of the teaching profession. They felt more prepared and motivated to pursue a career in teaching. Msuya (2022) alluded that pre-service -teachers appreciated mentorship from the host school's qualified teachers before entering the classroom.

Results from the study by Caires et al. (2012) allude to the positive experiences of pre-service teachers in their positive perceptions regarding their growing knowledge and skillfulness, as well as their sense of efficacy, flexibility, and spontaneity in their performance and interactions. The study also emphasized the perception pre-service teachers will have in accomplishments, in achieving reasonable levels of acceptance and recognition within the school community. Furthermore, the study by Msangya, et al. (2016) found that pre-service teachers gained valuable hands-on experience in classroom management, lesson planning, and instructional delivery. The same positive experience was

recorded by Abdullahi & Salisu (2017), their study found that pre-service teachers acquire skills such as using various teaching methods and instructional resources, improving test construction, scoring, and recording, and building teaching confidence. This shows that teaching practice helped students develop professionally, enhancing their confidence and competence as future educators. Student teaching experiences are regarded as the most influential component of a teacher education program (Glenn, 2006; Tang, 2003), shaping pre-service teacher development from novice teachers to competent teachers. In support, Chen, Sun, and Jia (2022) argued that when there is a positive emotional experience for student-teachers, these experiences influence their development of professional identities. With this regard, the study sought to explore the experiences of pre-service teachers in teaching practice.

Through reviewing related literature and having dealt with pre-service teachers long back, we both agreed that there was a problem with the way pre-service teachers were being handled. We then bracketed our experiences with pre-serve teachers and sought to understand pre-service teachers' experiences during teaching practice. Pre-service teachers tend not to have a voice or say when it comes to their experiences on TP hence our desire to understand their experiences while on TP. The study's findings may help teacher training colleges and the receiving schools, on how to help pre-service teachers so that they become better teachers who love their job and desire to stay in the teaching profession.

Purpose of the Study

The purpose of this study was to establish the experiences and world views of pre-service teachers doing teaching practice in Zimbabwe. The study also sought to answer the following research question:

    1. What are the experiences and world views of pre-service teachers concerning their teaching practice?

METHOD

The study utilized a basic interpretive qualitative study (Merriam, 2012) which aims to understand phenomena, processes, and worldviews through the perspectives (Paul, 2015) of student-teacher participants. We acted as instruments of data collection (bracketing our worldviews in the process) and analyzed pre-service teachers' meanings and experiences. We were interested in understanding how pre-service teachers make meaning of their teaching practice. In trying to discover and understand this phenomenon, we employed the inductive strategy approach with the outcome being descriptive.

Participants

The participants (n = 5) were pre-service teachers who practiced their teaching practice (TP) at a rural Catholic-run boarding school. The pre-service teacher participants were three (3) females and two (2) males with an average age of 27. The pre-service teacher participant selection was done through purposive sampling targeting pre-service teachers at the school. These were the only student placed at the school for TP. The pre-service teachers came from different teacher training colleges and universities.

Table 1
Demographic Characteristics of respondents (n = 5)

Name	Age	Gender	Year joined college	Subjects taught	College Name	Qualification	Future plans
Lynn	28	Female	2019	Pure Mathematics & Geography	Mkoba Teachers	Diploma	Complete Accounts Degree at University
Grace	24	Female	2017	Accounting & Business Studies	Belvedere Technical Teachers College	Diploma	To do an Accounting degree
Paul	28	Male	2018	Geography & History	Great Zimbabwe University	Degree	To do a Masters degree in Education
John	29	Male	2017	Geography & Environmental Studies	Belvedere Technical Teachers College	Diploma	To do Masters and become a Lecturer
Chipo	27	Female	2019	History & Family and Religious Studies	Great Zimbabwe University	Degree	Development Studies

Data Collection

Data was collected through interviews done at the school in an office provided for by one of the qualified teachers. To ensure that rich data were collected, interviews were grounded upon reflection, clarification, description, and listening (King, 2014). The interviews were to gather pre-service teachers' views, perceptions, and world views concerning their TP. After the interviews, we transcribed and translated from the Shona language to English. We also made follow-ups just before writing the paper, to gather more information on their experiences and worldviews. Chipo and Paul provided more information about their plans and the results are provided below.

Data Analysis

Data was analyzed using qualitative content analysis and we did it concurrently during data collection and helped us move back and forth between concept development and data collection. We did this by listening to the interviews several times, transcribing them, and comparing them to our field notes to ensure we did not miss any data. This was done by listening to each recording after each interview. We adopted Luo's (2023) stages in analyzing data and came up with themes. The stages are detailed below.

- Selection of the content that we will analyze (transcripts and field notes)

- Define the units and categories of analysis

- Develop a set of rules for coding

- Code the text according to the rules

- Analyze the results and draw conclusions

This process we used may be counted as thematic analysis which we used to identify themes in the data that had a bearing on the research question and commonalities among the participants. This form of analysis produces themes from the study that provide a clear and in-depth understanding of the participants' experiences (Flick, 2013).

FINDINGS

Supportive Positive Relationship at the school

One of the major themes that emerged from the study concerning pre-service teachers' experiences of Teaching Practice (TP) is the existence of supportive positive relationships between administrators, teachers, and to some extent the community. The pre-service teachers were mostly in agreement that they received a warm welcome from the administrators, the teachers, and also the community. That welcome made them feel at home and also appreciate that they are now part of the school.

In terms of administrators, the pre-service teachers stated that they got support in terms of teaching and learning materials. The learning materials they got from the administrators included some forms of stationary like books, manilla, and bond papers. The pre-service teachers were very appreciative of the support systems they got in the process of teaching and learning. They stated that they were given access to free WIFI that went a long way in helping them in research and also do their college assignments. They were also happy that they were attached to good qualified and understanding mentors who helped them acquire teaching skills. John stated that:

> *I got it [support] especially from my mentor because my mentor is the one who always guides us on how to do our teaching, especially subject areas. So then other teachers like Mr. Zindonda, counseling in terms of how to overcome certain temptations.*

Another form of support the pre-service teachers received from qualified teachers was guidance and counseling as articulated by John above. The students stated that the qualified teachers guided them with life skills and when faced with challenges they counseled them. They guided them on how to relate with the community since the qualified teachers were more experienced as compared to the pre-service teachers. In addition, the qualified teachers had stayed in the community for a longer period so they knew the culture of the community.

Another form of support the pre-service teachers got from the qualified teachers was in terms of the actual teaching process. Most of the pre-service teachers got help concerning teaching professional skills such as classroom management, guidance, counseling students, marking books, and interpreting the syllabus, especially the new curriculum. Some of the students had this to say:

> *The administration and teachers are caring and supportive. Teachers also help us in marking books and registers – Grace.*

> *If there is any difficulty, I just consult my History teachers and they will help me [solve the problem]- Chipo.*

School Environment and Living Conditions

The pre-service teachers chose to join the school to do their TP for many reasons. Some of the pre-service teachers stated that they joined the school because they had fallen in love with the school since they were young. Some joined the school because the school produces good results and the students are well-behaved. Others joined because the school was closer to their home. Lynn had this to say:

> *The school is also located closer home and this would help me cut costs in terms of transport. The other reason is that … teachers work hard.*

Chipo stated that she joined the school for TP because she learned at the school hence, she knew about the culture of the school. She also said she joined because her father teaches at the school and she stayed with him and this was a benefit since she did not incur any costs. Grace, joined the school only because the school was advertised at her college and had heard good things about the school. She reminiscence:

> *Only came because the school was advertised at our college. I also came because I heard about what they offer. After all, the advertisement stated that they would offer us food, accommodation, WIFI* - Grace.

Another theme that emerged from the study relates to the living conditions of the pre-service teachers. The pre-service teachers articulated that their accommodation was excellent as they did not pay any rent and they were also afforded free electricity and free water. They stated the teachers` houses were close to the school so there was no transport cost involved. In addition to free accommodation the pre-service teachers also stated that they were given free food (breakfast, lunch, and supper), and that made their life easier. The students argued that being given free things while on TP allowed them to save money.

> *... accommodation is free, electricity is free, water free – so everything is free. I didn't expect free accommodation, so that's a benefit ... here we eat from the DH, so I really appreciate it* - John.

The pre-service teachers did not have a common perspective about a community as some felt that the community was not welcoming while others regarded it as friendly. Some of the pre-service teachers like Grace complained about the involvement of the community with regards to disciplinary measures taken at the school. She felt vulnerable and exposed to possible abuse by the community and this should not be the case.

Future Plans

The study found that pre-service teachers, although trained to be teachers, have other plans they are aiming to achieve. The demographics table above also shows what the pre-service teachers want to do after they complete their teacher training. The following extracts confirmed this:

> *I wish to complete an Accounts degree at Midlands State University* - Lynn.

> *I am aiming to do a Master's in education specializing in Environmental Science* - Paul.

> *I want to do Masters and become a lecturer* - John.

After the data collection process and transcribing, we reached out to our pre-service teacher participants and two seemed to have changed their plans. Paul called and told one of the researchers that he now wants to go to the United States of America as there are no opportunities he is seeing in Zimbabwe. He stated that he is in phone repair at Gulf Complex in the capital city of Harare. He had this to say:

> *I was taught the technique of repairing cell phones by a colleague ... but this is not what I signed for when I decided to join teaching. Better I go outside the country and look for better opportunities.*

Discipline/Indiscipline

In terms of discipline of the students, some of the pre-service teachers stated that they did not face any challenges. They even articulated that one of the reasons they came to the school to do their TP was that they had heard that the students were well-disciplined. Most of the pre-service teachers were in agreement that the students respected them although they were mere pre-service teachers. Lynn had this to say:

> *In terms of discipline, I haven't come across a student who misbehaves to show disrespect because I am a pre-service teacher. So, all the students in my classes have displayed excellent discipline.*

However, others felt that they faced many challenges in terms of discipline of the students at the school. These pre-service teachers stated that the students at the school did not respect them as teachers. When faced with such incidences of indiscipline by the students, the pre-service teachers will report the issue to the qualified teachers who would then deal with the culprit. Grace commented:

> *Ok, I faced a challenge with some of the students ... who were not writing their work one time. So, I [had to] refer them to the senior teachers for help so that they would write the exercise.*

Things to improve

Students also talked about things that they felt needed improvement in terms of teacher preparation and training. Of note is the issue of teacher preparation in colleges concerning the actual process of teaching. Pre-service teachers such as Grace reiterated that more should be done when they are being taught courses like professional studies that prepare them to become competent pre-service teachers. She also complained of heavy workload and to her she could not complain as she just wanted to complete her TP and leave.

> *I think they should give us more lessons in that subject [Professional Studies] because it is more helpful, especially in the teaching practice ... that's where we learn about classroom control, the media we are using at the TP, and more things. They should give us more time to do this subject because it is very helpful during TP - Grace.*

Other pre-service teachers felt that their teacher training colleges must train them using the new curriculum [technology included] and also make them aware of the new available teaching strategies. They felt that there was a discord between what they were taught at college and what they were expected to practice on the ground. In addition, the pre-service teachers stated that a clear communication channel must exist between their sending college and the receiving school.

> *The college should have an established communication channel with the host/receiving school. Currently, communication is between the student and the college and the receiving school only gets information from us and they might doubt its authenticity - Lynn.*

For the receiving school pre-service teachers argued that although accommodation is free, there must be an improvement in the quality of houses. According to them some of the houses did not have flashing system toilets and this made it difficult to visit blair toilets at night. Another issue that needed improvement was having clear formal communication channels within the school system. For instance, Lynn advised that not having a formal communication channel resulted in teachers and other stakeholders within the school system getting information through the grapevine.

DISCUSSION

The study sought to understand the experiences of pre-service teachers in teaching practice. Findings reveal variations in student-teacher experiences. The data analysis procedure produced themes that showed pre-service teachers' experiences while practicing TP. The themes that emerged to explain their experiences were supportive positive relationships, school environment and living conditions, discipline/indiscipline, and things to improve. The themes, surprisingly or not, showed fewer experiences regarding the actual teaching process.

Supportive Positive Relationship at the school

All the pre-service teachers revealed that they received a warm welcome from the administrators, the teachers, and also the community. That welcome made them feel at home and also appreciate that they are now part of the school. This is comparable to a study by Gravett & Jiyane (2019), in their study they revealed supportive practice learning experiences by pre-service teachers whereby they pointed to the personal attributes of teachers to be calm, friendly, and supportive.

Another form of support revealed in this study was guidance and counseling from qualified teachers. The students stated that the qualified teachers guided them with life skills and when faced with challenges they counseled them. They guided them on how to relate with the community since the qualified teachers were more experienced as compared to the pre-service teachers. In addition, the qualified teachers had stayed in the community for a longer period so they knew the culture of the community. However, this study finding is inconsistent with Mulenga & Bwalya (2022), when they found out that most of the students, over 70%, indicated that they were not given guidance, counseling, and support by host teachers.

The study also found that another form of support received by pre-service teachers was the actual teaching process from qualified teachers. Most of the participants got help concerning teaching professional skills such as classroom management, guiding and counseling students, marking books, and interpretation of the syllabus especially the new curriculum. This finding is in support of a study by Izadinia (2021) who emphasizes the importance of mentorship during the practicum phase, where pre-service teachers benefit from the guidance of experienced teachers. This support helps them navigate classroom management, lesson planning, and pedagogical strategies, ultimately building their confidence in the teaching process. The study also highlights that constructive feedback and emotional support from mentors are key to fostering a positive teaching experience. Similarly, Maphosa et al. (2007) stated that mentors should assume multi-faceted roles as guide, coach, supervisor, counselor, role model, nurturer, advisor, critic, and supporter. Gravett and Jiyane (2019) support the same notion when their study noted the guidance role of the teachers, especially in terms of lesson planning and presentation. In addition, modeling good practice, particularly concerning classroom discipline and working with children with differing abilities.

School Environment and Living Conditions

The study found that most of the pre-service teachers chose to join the school to do their TP for many reasons. This is in line with the encouragement made by the Ministry of Higher Education (2010), for students to research available clinical opportunities in their local area based on their preferred reasons. This will be an advantage for pre-service teachers as they will be well-versed in the culture of the school and the community.

Another theme that emerged from the study relates to the living conditions of the pre-service teachers. The pre-service teachers articulated that their accommodation was excellent as they did not pay any rent and they were also afforded free electricity and free water. They stated the teachers` houses were close to the school so there was no transport cost involved. In addition to free accommodation the pre-service teachers also stated that they were given free food (breakfast, lunch, and supper), and that made their life easier. The students argued that being given free things while on TP allowed them to save money. This finding confirms Spaull's (2013) perceptions that a host school is expected to provide the required mentoring resources during teaching practice.

However, the findings of the study also revealed that some pre-service teachers did not have a common perspective about a community as some felt that the community was not welcoming while others regarded it as friendly. This finding is agreeable with Manwa, et al. (2016) who posited that pre-service teachers as social beings can pick if their schools have cliques or factions. Therefore, they may struggle to identify who to or not to trust within the power circles of their school communities. Kim and Roth (2011) also state that in such a scenario, pre-service teachers may struggle with interpreting some of their daily routines. Hence, the school's social climate should be conducive to creating good relations among the old and the new staff (Manwa, 2013).

Discipline/Indiscipline

In terms of discipline of the students, the study revealed that some of the pre-service teachers did not face any challenges. They even articulated that one of the reasons they came to the school to do their TP was that they had heard that the students were well-disciplined. Conversely, the study also found out that others felt that they faced many challenges in terms of discipline of the students at the school. These pre-service teachers stated that the students at the school did not respect them as teachers. This finding concurs with Mapolisa and Tshabalala (2014) when they explained that students in teaching practice experienced bad discipline in classrooms and the disruption of lessons due to unplanned activities.

Things to improve

More so, the study also revealed that students felt that there was a need for improvement in terms of teacher preparation and training. Of note is the issue of teacher preparation in colleges concerning the actual process of teaching. They felt that there was a discord between what they were taught at college and what they were expected to practice on the ground. These findings are in line with findings by Ong'ondo (2009) in Kenya, who found that the students complained about the gap between university courses and real-life classrooms. Mushi and Lasway (2017) in a study on higher learning students' expectations, implications, and achievement emphasize the significance of designing college and university programs that prepare the learners to develop both the teaching knowledge and skills.

The study also revealed that a clear communication channel must exist between the sending college and the receiving school. This is comparable to Yildiz, Geçikli, and Yeşilyurt's (2016) study, which indicated that pre-service teachers were not happy with the communication between mentors and the university. It was deemed as weak and not giving enough support to pre-service teachers.

The study also found that though pre-service teachers have free accommodation there must be an improvement in the quality of houses. According to them some of the houses did not have flashing system toilets and this made it difficult to visit blair toilets at night. These findings agree with the studies conducted by Hzekial (2014) and Ogumogu (2013). Hzekial (2014) and Ogumogu (2013) observed that the difficulty which pre-service teachers face mostly during field teaching practice is a lack of convenient accommodation.

CONCLUSION AND RECOMMENDATIONS

This study was about discovering and understanding pre-service teachers' experiences and world views about their teaching experiences. The results showed that some pre-service teachers are overworked and given too much workload and since they want to get the teaching qualification, they do not complain. Receiving schools and qualified teachers who are mentors of these pre-service teachers, must not in any way 'abuse them' by giving them too much load. This applies to the fact that some of the pre-service teachers lamented that they were left in charge of the class and did not even know what to do when confronted with a challenge.

This study recommends that the sending and the receiving institutions must have a clear communication channel. This clear communication channel will also be ideal for communicating the demands and structure of the new curriculum as it was clear from the study that there was a discord between what the pre-service teachers were taught and what they were expected to teach at the school. There was also the issue of qualified teachers involving pre-service teachers in their personal or professional disputes. This study recommends that qualified teachers must remain professional and those who cannot do so must be removed from the profession as they are bad apples who are there to plant in students' minds bad behavior.

Although the school administrators may not have the power to control how the community treats pre-service teachers, they may have outreach sessions to educate the community to accept the pre-service

teachers. They may also ride on the unhu/ubuntu philosophy, making them aware of their responsibility as guardians of the school and the teachers.

The study, although limited to one boarding school, is invaluable in that the pre-service teachers came from different teacher training colleges and universities in Zimbabwe. Their views, perceptions, and world views to this study were invaluable as they addressed concerns, issues, and challenges pre-service teachers brought afore to be addressed by all those concerned. The study found that it was not the desire of the pre-service teachers to remain in teaching as they had other plans. The economic turmoil prevailing in the country forced them otherwise. No matter the explanation, pre-service teachers deserve to be treated with unhu/ubuntu philosophy so that they appreciate that they are valued in the schools and communities where they practice their Teaching Practice.

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